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ABSTRACT

An assessment of the impact and adequacy of new secondary school library programs was undertaken to formulate policies and plans for the next stages of the Victoria (Australia) Commonwealth libraries program, a secondary school library development effort in effect from 1969. The impact on attitude and resource usage was evaluated by comparing responses to an October 1975 questionnaire sent to 386 schools in the state with the Victoria data from a 1971 national survey of secondary school libraries. The adequacy of current libraries was investigated through school visits, data from the 1974 "Census Returns" of the Library Branch of the State Education Department, questionnaires sent to teachers in schools with Commonwealth libraries, two extended case studies, plus interviews with government officials. Results indicated that when funding approximated $8.00 per pupil, it was perceived as adequate for needs. When library space was correlated with perceived adequacy, the greatest cost-benefit was shown at six square feet per student. One teacher-librarian per 250-400 students proved adequate. Teachers were satisfied with the new libraries, and they reported that central support services proved helpful. Needs reported included funds to train teachers and to hire support staff. (KB)

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SCHOOL LIBRARIES RESEARCH PROJECT

Faculty of Education, Monash University

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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IMPACT AND ADEQUACY

A report of an evaluation of government post-primary school libraries in Victoria.

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IR004145

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Thanks are also due to the great number of people (especially the teachers and teacher-librarians) who spared no effort in providing us with the data on which this report is based. Despite the continual demands placed upon them by researchers, they invariably displayed goodwill and professional commitment in their response to our requests for information. Their efforts are, we hope, justified by the results.

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IMPACT AND ADEQUACY

A Report of an Evaluation of Government Post-primary School Libraries in Victoria

1. INTRODUCTION

During the seven-year period from 1969 to 1975 more than $50 million has been spent on building, renovating, equipping, stocking and staffing libraries in Victoria's government post-primary schools. Despite this, only a little more than one-third of these schools have adequate library buildings, materials and staff in terms of national target standards*.

It is therefore useful at this time to assess the impact and adequacy of present library provision so that policies, priorities and plans can be formulated for the next stages of the libraries program in Victoria.

A. Terms of Reference

To undertake such an evaluative investigation, the Executive of the School Libraries Research Project, Monash University, was commissioned by the Secondary Libraries Committee of the Victorian Education Department.

The purpose of the study was to review and evaluate certain aspects of libraries and library programs including:

(a) Library planning;
(b) staffing and servicing;
(c) furniture and equipment;
(d) patterns of usage by students and teachers;
(e) library resources in teaching programs;
(f) potential of present audio-visual installation in libraries and degree of usage relative to this potential;
(g) library organization procedures such as cataloguing, borrowing and processing.

At a meeting between the State Secondary Libraries Committee and the research team the following questions were formulated:

Do the services of the State Library Branch and A.V.E.C. meet expressed needs at the school level?

Should support services continue to be based in one centre for the State, or would regional centres be preferable?

Are teachers and principals adequately prepared for making the most effective use of educational resource services?

Are teachers increasingly incorporating resources into their teaching-learning programs? Is the quality of teaching improving as a result?

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*Commonwealth Secondary Schools Libraries Committee. Standards for Secondary School Libraries. Canberra, A.G.P.S., 1971.

How well-informed are teachers of the services available from the school library and support services?

What do teachers think are the strengths and weaknesses of the library programs in their schools?

Do non-reading children benefit from the multi-media nature of the resource collection?

Are special reading programs being implemented as part of the library programs?

What is the role of teacher-librarians in terms of academic leadership and innovation?

What are the trends in school library staffing patterns?

Are new libraries being imposed on schools which are not ready for such a facility?

Should new libraries be built only in schools which demonstrate a need for them?

Does a new library facility have a permanent impact on student and teacher usage patterns?

B. Methodology

The study utilized two main measures to assess impact and adequacy. The impact on attitudes and resource usage of new and improved library provision was measured by comparing 1975 survey information with that collected in 1971 by the Secondary School Libraries Research Project (University of Queensland). The adequacy of present library provision was assessed on the basis of responses of teacher-librarians and teachers.

Specifically, the following methods were used to gather data:

1. School Visits

Thirty schools (Appendix A) with new libraries in operation were visited. In each case, library usage was observed and the teacher-librarian was interviewed.

2. 1971 Survey

From the national survey of secondary libraries conducted by the Secondary School Libraries Research Project (University of Queensland), the Victorian responses were retrieved. Of the 346 questionnaires sent out in that survey, there were 232 (67.1 per cent) valid responses. (Questionnaire in Appendix D).

3. 1974 Census

The information from the 1974 "Census Returns" was obtained from the Library Branch of the State Education Department. (Appendix D). This

information forms the basis for the "Statistics Bank" produced annually by the Library Branch.

4. 1975 Survey

In October 1975, an extensive questionnaire (Appendix D) was sent to 386 post-primary schools in the State. Of these 268 (69.4 per cent) were returned. Basic information from this survey was comparable with 1971 information. (See Table 1.1).

TABLE 1.1

SCHOOLS RESPONDING TO THE 1975 SURVEY

Type of School	Non-Commonwealth Library	Commonwealth Library	Total
High Schools	117	78	195
Technical schools	41	32	73
Totals	158	110	268

5. Teacher Attitudes

In October 1975, a questionnaire on teacher attitudes was sent to a sample of 740 teachers who represented 10 per cent of the teachers in 100 schools with Commonwealth libraries in operation. 373 teachers (50.6 per cent) responded. These questionnaires were given only to those teachers who had been at each school before the new library was built so that an assessment of perceived change could be obtained.

6. Case Studies

Case studies of student and teacher attitudes and usage were conducted in two high schools - one with a substandard library room and one with a Commonwealth library in operation since September 1971. At each school the following measures were taken:

(a) Students in both schools (total: 1217 students) completed a questionnaire on such factors as library usage, non-usage, attitudes and satisfaction.

(b) Approximately 50 per cent of the teachers from these schools returned questionnaires relating to such variables as library usage, non-usage, helpful services, and inhibitors.

(c) On two sample days, all students using the two libraries completed a brief questionnaire concerning the nature of their library usage.

7. Interviews

Five interviews were conducted with officers from the Public Works Departments, Library Branch, A.V.E.C. and a government architect. Copies of library building plans were also obtained.

8. Libraries Branch

Copies of "Statistics Bank" were obtained from Libraries Branch and an examination was made of the Minutes of the Secondary Libraries Committee meetings.

9. Miscellaneous

Many relevant sources such as journal articles, items from Hansard and minor studies were acquired and used.

It was from these sources that an assessment of impact and adequacy was made.

II. PROVISION OF FUNDS

Since the Secondary Schools Libraries Program of the Federal Government commenced in 1969, Victoria has received a total of $18,021,686 from that source for post-primary school library buildings, equipment and materials. This represents 22.7 per cent of the total federal funding ($78.28 million) for this program to date. The proportion appears equitable considering that Victoria has 22.79 per cent of Australia's secondary school students.

Victoria has spent approximately 85 per cent of these funds on buildings and furniture and 15 per cent on materials. However, there has also been considerable spending of funds on materials from local (i.e., school) state funds. As Table 2.1 shows, funds from federal grants amounted to only 25 to 30 per cent of total expenditure on materials during each year of the first triennium of the Secondary Libraries Program.

TABLE 2.1

EXPENDITURE ON MATERIALS IN POST-PRIMARY SCHOOLS, 1969-1971

(SAMPLE OF 232 SCHOOLS, 1971 SURVEY)

Source	1969 $	1970 $	1971 $
Federal funds: Total	107,021 (25%)	153,569 (27.7%)	182,231 (30.2%)
Average per school	677.35	839.18	939.34
State & School funds: Total	321,761 (75%)	400,281 (72.3%)	421,141 (69.8%)
Average per school	1720.65	2001.41	2064.42
Totals	428,782	553,850	603,372
Average $ per student	2.91	3.76	4.09

In 1972 the average expenditure in Victoria was $4.21 per student of which more than half came from local funds. By 1974, however, the local contribution had decreased to only 14.1 per cent of the $6.90 per student expenditure in that year as Table 2.2 shows.

TABLE 2.2

EXPENDITURE ON LIBRARY MATERIALS OF FUNDS FROM VARIOUS SOURCES IN 1974 AS A PERCENTAGE OF TOTAL FUNDING

Source of Expenditure	High Schools	Technical Schools	All Schools
Percentage of Funds from State Government Grant	63.6	47.4	59.1
Percentage of Funds from Federal Government Grant	26.4	27.8	26.8
Percentage of Funds from Local and Other Sources	10.0	24.8	14.1

In the 1975 survey sample, the average expenditure was $8.04 per student and the local contribution is expected to be a lower proportion than it was in 1974.

In the 1975 survey, teacher-librarians were asked to rate the general adequacy of library funds for each year, 1972 to 1975. As Table 2.3 shows, available funds became more adequate in 1974-75 to meet the needs of the 268 schools which responded. This is partly because of the increase in the amount of money that became available, but also because the need for school libraries to acquire adequate collections of materials was replaced by the less costly need for maintenance of the collections.

TABLE 2.3

PERCEIVED ADEQUACY OF LIBRARY FUNDS FOR MATERIALS, 1972-1975

(PERCENTAGES OF SCHOOLS RESPONDING IN EACH CATEGORY)

Degree of Adequacy	1972	1973	1974	1975
Completely Inadequate or Non-existent	3.0	1.9	0.4	1.6
Inadequate	22.9	16.5	15.0	12.9
Adequate in Some Areas; Inadequate in Others	36.8	40.1	42.1	38.7
Adequate	23.9	30.2	35.6	35.1
Completely Adequate	13.4	11.3	11.2	11.7
Number of Schools Responding	201	212	233	248

There are practically no differences of adequacy ratings between non-Commonwealth and Commonwealth library schools or between high and technical schools. (Tables 1 to 12, Appendix G).

Table 2.4 shows how the 268 schools rated the adequacy of funds for 1975 and displays the dollar-per-student funds for each category. It would appear that when funding for materials approximates $8.00 per student it is perceived as adequate to meet present needs.

TABLE 2.4

ADEQUACY OF FUNDS FOR RESOURCES IN 1975

Rated by 268 Schools

No Response: 20 Schools

Completely inadequate or non-existent:

Total Students	:	1,870
Total Funds	:	9,418
$ per Student	:	$5.04
No. of Schools in Sample	:	4

Inadequate:

Total Students	:	19,560
Total Funds	:	134,000
$ per Student	:	$6.85
No. of Schools in Sample	:	31

Adequate in some areas; inadequate in others:

Total Students	:	60,632
Total Funds	:	468,825
$ per Student	:	$7.73
No. of Schools in Sample	:	93

Adequate for most items and purposes:

Total Students	:	66,527
Total Funds	:	558,617
$ per Student	:	$8.39
No. of Schools in Sample	:	92

Completely adequate to meet needs:

Total Students	:	20,946
Total Funds	:	192.130
$ per Student	:	$9.17
No. of Schools in Sample	:	28

Teacher-librarians from the 268 schools responding were also asked to indicate the funds spent in 1975 on books and audio-visual materials as a percentage of total funds, and to assess the adequacy of these. Responses are shown in Tables 2.5 and 2.6.

TABLE 2.5

PERCENTAGE OF FUNDS SPENT ON BOOKS AND AUDIO-VISUAL MATERIALS IN 1975. (PERCENTAGE OF SCHOOLS IN PARENTHESES)

Percentage of Total Library Funds	Number and Percentage of Schools Spending These Amounts on Books	Number and Percentage of Schools Spending These Amounts on Audio-visual Material
0 (includes no response)	61 (22.8)	100 (37.3)
1-10	2 (0.7)	82 (30.6)
11-20	0 (0)	47 (17.5)
21-30	1 (0.4)	24 (9.0)
31-40	6 (2.2)	7 (2,6)
41-50	17 (6.3)	4 (1.5)
51-60	24 (9.0)	2 (0.7)
61-70	42 (15.7)	0 (0)
71-80	67 (25.0)	1 (0.4)
81-90	31 (11.6)	1 ((0.4)
91-100	17 (6.3)	0 (0)

TABLE 2.6

ADEQUACY OF FUNDS FOR BOOKS AND AUDIO-VISUAL MATERIALS, 1975. (PERCENTAGE OF SCHOOLS IN PARENTHESES)

Degree of Adequacy	Number and Percentage of Schools	
	Adequacy of Funds for Books	Adequacy of Funds for Audio-visual Materials
No Response	40 (14.9)	94 (35.1)
Completely Inadequate or Non-existent but Needed	3 (1.1)	24 (9.0)
Inadequate	29 (10.8)	56 (20.9)
Adequate in Some Areas; Inadequate in Others	70 (26.1)	49 (18.3)
Adequate	93 (34.7)	30 (11.2)
Completely Adequate	33 (12.3)	15 (5.6)

In comparing the high and technical schools with and without Commonwealth libraries (Tables 1 to 12, Appendix G) the most significant finding is that schools with Commonwealth libraries are able to spend a greater proportion of funds on audio-visual materials.

While it is encouraging that more than 43 per cent of post-primary schools have indicated that the funding of $8.00 per student is adequate to meet present needs, it should, however, be kept in mind that many school libraries are considerably substandard in terms of space and staff. Verbal comments from many teacher-librarians indicate that especially in very small non-Commonwealth libraries they do not have (1) the manpower to cope with significantly increased funding, (2) the space for additional material, or (3) the knowledge of what their present audio-visual needs really are, because the library does not co-ordinate all audio-visual collections and services within the school.

III. LIBRARY SPACE

A. Commonwealth Libraries

Since the federal libraries program began in 1969, 132 post-primary schools (36.1 per cent) in Victoria have each received a library building, usually free-standing, of a standard set by the Commonwealth Secondary School Libraries Committee of the Australian government. They contain furniture, areas and equipment suitable for individual and group work and offer a wide variety of both print and non-print material.

Table 3.1 sets out the numbers of such "Commonwealth libraries" which have opened for full operation each year. When those 132 libraries (including those expected

to open in early 19) are in operation they will be serving over 45 per cent of Victorian post-primary students. This is somewhat below the national average. (Table 32).

The distribution of the new libraries throughout Greater Melbourne and Victoria is shown on the maps in Appendix C. The only obvious gap in the distribution is in the inner, eastern suburbs of Melbourne.

TABLE 3.1

NUMBER OF COMMONWEALTH LIBRARIES WHICH BEGAN OPERATION EACH YEAR, 1969-76, IN VICTORIAN POST-PRIMARY SCHOOLS

Type of School	1969	1970	1971	1972	1973	1974	1975	1976 (Expected	Totals	Percentage of Schools
High Schools (including Higher Elementary and Central)	1	5	8	12	9	13	37	11	96	36.2
Technical Schools	0	0	3	9	2	2	15	5	36	35.6
TOTALS	1	5	11	21	11	15	52	16	132	36.1

TABLE 3.2

POST-PRIMARY SCHOOLS AND STUDENTS SERVED BY NEW LIBRARIES: VICTORIAN AND NATIONAL FIGURES COMPARED

Area and Type of School	Percentage of Schools Served	Percentage of Students Served
Victoria		
Government	36.1	45.4
Non-government	51.6	65.2
Total	40.9	50.6
Australia		
Government	43.5	56.9
Non-government	59.1	68.6
Total	49.1	59.7

In the 1975 survey, a total of 75 (47.5 per cent) schools without Commonwealth libraries reported that the size and nature of their library accommodation had changed since 1971. The nature of such changes described by the teacher-librarians ranged from the provision by the State Education Department of "official library furniture" and additional shelving to full conversion of a single classroom library into a library the size of three classrooms. In spite of such changes, however, the non-Commonwealth libraries all remain substandard, not only in size but in internal facilities. The fact that they are substandard has a negative effect on usage and staff satisfaction.

B. Location

The location of the library in relation to the rest of the school is considered an important factor influencing service and usage. The 268 schools in the 1975 sample indicated the suitability of the locations of their libraries (Table 3.3).

TABLE 3.3

SUITABILITY OF THE LOCATION OF THE LIBRARY IN REGARD TO SERVICE AND USAGE (PERCENTAGES OF SCHOOLS IN PARENTHESES)

Degree of Suitability	Non-Commonwealth Libraries	Commonwealth Libraries	Total
No Response	4 (2.5)	1 (0.9)	5 (1.9)
Unsatisfactory	55 (34.8)	15 (13.6)	70 (26.1)
Best Location Possible Considering School Layout	40 (25.3)	60 (54.6)	100 (37.3)
Satisfactory	53 (33.5)	25 (22.7)	78 (29.1)
Excellent	6 (3.8)	9 (8.2)	15 (5.6)
TOTALS	158	110	268

Although 72 per cent of all these libraries are in a generally satisfactory location, it is noteworthy that 15 very expensive Commonwealth libraries are in unsatisfactory locations. Visits to the new libraries indicated that physical isolation of the library building compounded the feeling that it was a completely separate entity and that its resources were neither being used to their full potential nor incorporated fully into the teaching program.

In Table 3.4 the locations of all libraries in 1975 are compared with the locations in 1971. Even with the changes in library provision during the interviewing years, locations have not improved.

TABLE 3.4

LOCATIONS OF LIBRARIES, 1971 AND 1975
(PERCENTAGE OF SCHOOLS IN PARENTHESES)

Location	1971 Total (N=232)	1975 Non-Commonwealth Libraries (N=158)	1975 Commonwealth Libraries (N=110)	1975 Total (N=232)
No Response	3 (1.3)	2 (1.3)	0 (0)	2 (0.7)
On the Fringe	97 (41.8)	69 (43.7)	50 (45.5)	119 (44.4)
Somewhat Central	95 (40.9)	67 (42.4)	40 (36.4)	107 (39.9)
Central	37 (15.9)	20 (12.7)	20 (18.2)	40 (14.9)

C. Cost and Adequacy

The current cost of approximately $250,000 for each Commonwealth library presents one of the major barriers to achieving the target of a standard library in every school. However, despite rising costs, in Victoria the decision was made at Ministerial level not to erect any substandard buildings or allow lower space standards.

Evidence suggests that this decision was a wise one. Ine the 1975 survey, teacher-librarians of the 268 schools which responded made an assessment of the adequacy of the internal area of the library to meet needs. Table 3.5 shows their responses.

TABLE 3.5

ESTIMATION OF ADEQUACY OF THE INTERNAL AREA OF THE LIBRARY (PERCENTAGES OF SCHOOLS IN PARENTHESES)

Degree of Adequacy	Non-Commonwealth Libraries	Commonwealth Libraries	All Libraries
No Response	34 (21.5)	29 (26.4)	53 (23.5)
Completely Inadequate	14 (8.9)	3* (2.7)	17 (6.3)
Inadequate	69 (43.7	5* (4.6)	74 (27.6)
Adequate in Some areas; Inadequate in Others	26 (16.5)	11 (10.0)	37 (13.8)
Adequate	14 (8.9)	29 (26.4)	43 (16.0)
Completely Adequate	1 (0.6)	33 (30.0	34 (12.7)
Totals	158 (100.0)	110 (100.0)	268 (100.0)

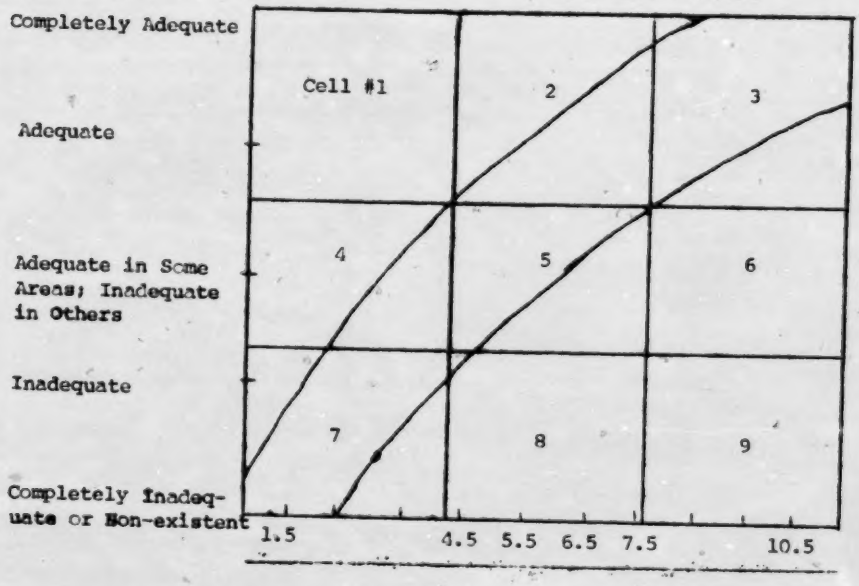
*These 8 schools expect their Commonwealth libraries to open in 1976. The assessments of adequacy shown relate to their present substandard libraries.

From these frequencies it was evident that a strong relationship exists between the size of a library and its adequacy as perceived by teacher-librarians. As a result, the number of square feet per student (based on total school enrolment) of the library was calculated and correlated with the estimation of adequacy. The correlation of +0.55 is statistically significant at the .001 level.

The analysis was then taken a step further. Scattergrams, employing the variables "adequacy" on one axis and "square feet per student" on the other, were produced using SPSS (Statistical Program for the Social Sciences). The relationship between these variables is shown in Figure 1. (Actual distribution of cases is shown in Appendix E).

FIGURE 1

APPROXIMATION OF THE RELATIONSHIP BETWEEN PERCEIVED ADEQUACY AND THE INTERNAL AREA OF THE SCHOOL LIBRARY



While almost all schools fall within the bounded area, the Commonwealth libraries fall mostly in cells "2" and "3", whereas non-Commonwealth libraries fall generally in "4" and "7". The cut-off point between them appears to come at about six square feet per student.

On this basis the standards for space published by the Federal Government are adequate when it is taken into account that they are based on adjusted* rather than actual enrolment. (Appendix F).

This is a significant empirical finding in relation to the establishment of school library standards. The data, however, warrant further analysis to confirm the finding.

* Adjusted enrolment = actual enrolment with the number of senior students doubled.

D. Internal Facilities and Equipment

The internal facilities and equipment of post-primary libraries vary greatly in such aspects as number, space, design, and quality. Only major items are dealt with here, and more detailed information is contained in Tables 17 to 38, Appendix G.

The adequacy of the number and design of study carrels is shown in Table 3.6.

TABLE 3.6

ADEQUACY OF STUDY CARRELS

(PERCENTAGES OF SCHOOLS IN PARENTHESES)

Degree of Adequacy	Number of Audio-visual Carrels		Design of Audio-visual Carrels		Number of Plain Carrels	
Adequacy	Non-Comm.	Comm.	Non-Comm.	Comm.	Non-Comm.	Comm.
No Response	68 (43.0)	42 (38.2)	108 (68.4)	38 (34.6)	64 (40.5)	28 (25.5)
Completely Inadequate or Non-existent	66 (41.8)	8 (7.3)	23 (14.6)	3 (2.7)	53 (33.5)	3 (2.7)
Inadequate	6 (3.8)	3 (2.7)	9 (5.7)	9 (8.2)	15 (9.5)	6 (5.5)
Adequate in Some Areas; Inadequate in Others	4 (2.5)	5 (4.6)	6 (3.8)	17 (15.5)	6 (3.8)	6 (5.5)
Adequate	10 (6.3)	17 (15.5)	7 (4.4)	22 (20.0)	16 (10.1)	21 (19.1)
Completely Adequate	4 (2.5)	35 (31.8)	5 (3.2)	21 (19.1)	4 (2.5)	49 (44.6)
Total Number of Schools	158	110	158	110	158	110

Verbal comments concerning the carrels seem to indicate that they are not well made. Surfaces keep pulling off and are easily marked and carrels are uneven. Suggestions made concerning audio-visual carrels include: (1) they need only power points rather than being wired to a central console; (2) some audio-visual carrels need to be large enough to accommodate 2 to 4 students.

Details regarding the adequacy of furniture and equipment such as tables, chairs and shelving can be found in Tables 17 to 38 in Appendix G and from the verbal comments in the questionnaires. The most frequently mentioned problem concerns light-coloured chairs from which ball-point pen marks cannot be removed. One school claimed it had ordered brown chairs to avoid this problem but received bright yellow chairs instead. Other problems include: (1) need for proper audio-visual shelving; (2) tables being too large; (3) plastic edging of tables peels off; (4) chair legs are not strong enough; (5) tables and chairs are too small for senior students; (6) natural lighting is needed in the new school libraries.

In non-Commonwealth libraries the comments are more serious. They include (1) lack of carpet makes the library noisy; (2) librarian's office is in the wrong place;

(3) workroom is well-designed but at the wrong end of the library; (4) old wooden chairs and tables are inadequate (a common comment); (5) home-made shelving is inflexible; (6) peripheral shelving is not movable.

It can readily be seen that the variety of criticisms is extensive.

E. Internal Design

With regard to the internal design of the libraries, every school, again, has different problems which need to be dealt with on an individual basis.

There are, however, some problems which are reported with relatively high frequency. An example is that audio-visual storage and production areas are inadequate. Even in the Commonwealth Libraries the need for these areas has been seriously underestimated. This was realized quite early in the program but the problem persists. In one of the first new libraries visited in 1972 and again in 1975, the audio-visual storage and production area is approximately 4.5 square metres. It is now being expended to three times its size but this is still inadequate. This new area is eating into the general reading area so more space cannot be afforded. Table 3.7 below shows the responses of 268 teacher-librarians concerning the adequacy of audio-visual areas.

TABLE 3.7

ADEQUACY OF AUDIO-VISUAL STORAGE AND PRODUCTION AREAS
(PERCENTAGES OF RESPONSES IN PARENTHESES)

Adequacy	Storage Area		Production Area	
	Non-Comm.	Comm.	Non-Comm.	Comm.
No Response	54 (34.2)	32 (29.1)	69 (43.7)	51 (46.4)
Completely Inadequate or Non-existent	53 (33.5	7 (6.4)	67 (42.4)	16 (14.6)
Inadequate	35 (22.2)	22 (20.0)	16 (10.1)	25 (22.7)
Adequate in Some Areas; Inadequate in Others	11 ((7.0)	28 (25.5)	5 (3.2)	12 (10.9)
Adequate	5 (3.2)	13 (11.8)	1 (0.6)	11 (10.0)
Completely Adequate	0 (0)	8 (7.3)	0 (0)	5 (4.6)
Total Number of Schools	158	110	158	110

Workrooms, although apparently more adequate than audio-visual areas, also present problems. Again, they are more adequate in Commonwealth libraries than in non-Commonwealth libraries but Table 3.8 shows that there are still inadequacies.

TABLE 3.8

ADEQUACY OF LIBRARY WORKROOMS

(PERCENTAGES OF SCHOOLS IN PARENTHESES)

Adequacy	Area		Design and Lay-out	
	Non-Comm.	Comm.	Non-Comm.	Comm.
No Response	22 (13.9)	24 (21.8)	26 (16.5)	30 (27.3)
Completely Inadequate or Non-existent	32 (20.3)	3 (2.7)	36 (22.8)	6 (5.5)
Inadequate	83 (52.5)	21 (19.1)	65 (41.1)	20 (18.2)
Adequate in Some Areas; Inadequate in Others	14 (8.9)	20 (18.2)	22 (13.9)	23 (20.9)
Adequate	6 (3.8)	22 (20.0)	7 (4.4)	19 (17.3)
Completely Inadequate	1 (0.6)	20 (18.2)	2 (1.3)	12 (10.9)
Total Number of Schools	158	110	158	110

There are also problems relating to other aspects of internal design. In all libraries there is a need for discussion rooms and quiet reading areas. These comments were made just as frequently regarding Commonwealth as non-Commonwealth libraries. One teacher-librarian, for example, said that the out-door reading area of the Commonwealth library was a waste, and that a discussion room and an audio-visual production room were needed instead. Other typical comments regarding Commonwealth libraries dealt with (1) the lack of a foyer for students' bags; (2) a heating duct in the middle of the library being neither aesthetic nor conducive to easy supervision; (3) doors being inappropriately situated.

Such problems in new libraries may seem to be minor but they cause considerable dissatisfaction for principals and teacher-librarians.

In all aspects of library usage, services and the satisfaction of teachers, students, and teacher-librarians the Commonwealth libraries surpass non-Commonwealth libraries in impact.

The conversion of classrooms not specifically designed as libraries has almost invariably proved to be inflexible, inadequate and unsatisfactory. This is so even when the conversions are as large as three classrooms.

This contrasts with comments made about newly opened Commonwealth libraries. For example:

> Very suitable to this school's needs. Airy and roomy. Space to move. Pupils feel more relaxed. They can spread out their work or move along shelves, without irritating others.

There appears little doubt that a library program should be continued in Victoria until all schools have new libraries up to standard in internal design, quality and area.

IV. EDUCATIONAL MATERIALS AND EQUIPMENT

A. Books

Although in the 1974 "Census Returns" the State average per capita bookstock was calculated as 12.93 books per student and reported as growing at a rate of over 17 per cent per year (Statistics Bank, Library Branch), there are still 102 schools (30 per cent) which report bookstocks below the basic minimum of 10 books per student. Table 4.1 groups schools according to the number of books per student.

TABLE 4.1

SCHOOLS GROUPED ACCORDING TO THE NUMBER OF BOOKS PER STUDENT AS OF DECEMBER, 1974 (PERCENTAGES OF SCHOOLS IN PARENTHESES)

Books per Student	High Schools		Total High Schools	Technical Schools		Total Tech. Schools	State Total
	Non-Comm.	Comm.		Non-Comm.	Comm.		
Up to 10	42 (22.1)	25 (43.1)	67 (27.0)	25 (34.7)	10 (50.0)	35 (38.0)	102 (30.0)
10-15	65 (34.2)	18 (31.0)	83 (33.5)	23 (31.9)	5 (25.0)	28 (30.4)	111 (32.6)
Over 15	83 (43.7)	15 (25.9)	98 (39.5)	24 (33.3)	5 (25.0)	29 (31.5)	127 (37.4)
Total Number of Schools	190	58	248	72	20	92	340

The calculation of growth rate presents certain problems, however, as Table 4.2 reveals.

TABLE 4.2

BOOKSTOCK GROWTH IN VICTORIA

	December, 1971	December, 1973	December, 1974
Total Enrolment (Post-Primary)	211,112	237,022	244,067
Percentage Growth		12.27%	2.97%
State's Total Bookstock	2,246,316	2,996,437	3,156,678
Percentage Growth		33.39%	5.35%
Books Added during the Year	352,284	411,066	456,304
Rate of Acquisitions		16.69%	11.01%
Books per Student	10.64	12.64	12.93
Percentage Growth		18.80%	2.29%

In the Statistics Bank the "growth rate" is calculated using only each year's statistics. This would, for example, show a growth rate of 16.9 per cent, but this can be shown to be erroneous. When the difference between the 1973 and 1974 total bookstock is determined, the real growth of the State's total bookstock is only 5.35 per cent.

Following through from the 1973-74 differences, it can be determined that schools discarded 296,063 books, or 9.88 per cent of the total bookstock. This appears to confirm the idea that bookstocks will need to be maintained at a rate of approximately 10 per cent per year.

Table 4.2 shows that total secondary enrolment increased by 2.97 per cent. Growth in bookstock had to accommodate this increase.

A measure of actual growth in books per student can therefore be determined as 4.29 per cent for 1974.

In the 1974 Census Return schools indicated the numbers of books added during that year, Table 4.3 shows these new additions as percentages of total bookstocks held in December of that year.

TABLE 4.3

BOOKSTOCK ADDED DURING 1974
AS A PERCENTAGE OF TOTAL STOCK
(PERCENTAGES OF SCHOOLS IN PARENTHESES)

New Books as Percentage of Total Stock	Schools Adding These Amounts of Fiction	Schools Adding These Amounts of Non-Fiction
Up to 10%	103 (30.3)	190 (55.9)
11-20%	133 (39.1)	150 (44.1)
Over 20%	104 (30.6)	0 (0)
Total Schools	340	340

The ratio of fiction to non-fiction books was also compared with the ratios recommended in various published standards, viz., 25 to 40 per cent fiction and 60 to 75 per cent non-fiction. Table 4.4 shows that only 30.6 per cent of schools fall within this recommended range.

TABLE 4.4

RATIOS OF FICTION TO NON-FICTION BOOKS

(PERCENTAGES OF SCHOOLS IN PARENTHESES)

Ratio	Schools
Fiction < 25%; Non-fiction > 75%	34 (10.0)
Fiction 25-40% Non-fiction 60-75%	104 (30.6)
Fiction > 40%; Non-fiction < 60%	202 (59.4)
Total	340

Closer investigation shows that technical schools and schools with Commonwealth libraries tend to have larger proportions of non-fiction than other schools. As one would expect, during these early years of the libraries program, the main thrust has been in establishing substantial non-fiction collections to support school studies. Now with non-fiction collections reaching adequate levels, there appears to be a shift towards fiction to achieve more balanced collections (Table 4.3).

In the 1975 survey, teacher-librarians estimated the adequacy of bookstocks to meet present needs (Table 4.5).

TABLE 4.5

ADEQUACY OF BOOKSTOCK

(PERCENTAGE OF SCHOOLS RESPONDING IN EACH CATEGORY)

Adequacy	Fiction	Reference	Non-fiction
No Response	5 (1.9)	8 (3.0)	9 (3.4)
Completely Inadequate or Non-existent	2 (0.7)	1 (0.4)	1 (0.4)
Inadequate	36 (13.4)	43 (16.0)	37 (13.8)
Adequate in Some Areas; Inadequate in Others	86 (32.1)	103 (38.4)	121 (45.1)
Adequate	108 (40.3)	87 (32.5)	81 (30.2)
Completely Adequate	31 (11.6)	26 (9.7)	19 (7.1)

As Tables 39 to 41 in Appendix G show, the pattern is very similar in high and technical schools and in Commonwealth and non-Commonwealth libraries.

B. Other Print Materials

Other print materials such as periodicals, newspapers, charts, maps, pictures and pamphlets are becoming commonplace in school libraries, but as Tables 42 to 114 in

Appendix G indicate, the stocks are still generally low, as is the frequency of use.

Periodicals, newspapers and pamphlets have the highest ratings of adequacy and use. Interestingly 52.9 per cent of schools report adequate periodical holdings, yet only 23.1 per cent of schools report more than 50 periodical subscriptions which is far fewer than recommended standards.

As the ability of students and teachers to use a variety of materials in learning and teaching increases, so will the need for these materials increase. For funding purposes for periodicals - which present a heavy demand on library budgets - each annual subscription should be equated to one book.

C. Audio-visual Materials and Equipment

Libraries have now become multi-media centres, and this development is especially apparent in Commonwealth libraries which have space and equipment for the storage and use of audio-visual materials.

From Tables 115 to 150 in Appendix G it can be seen that Commonwealth libraries have non-print collections which are just beginning to approach adequacy. In general, however, these collections are far less adequate than book collections. For example, 11.4 per cent of non-Commonwealth and 23.7 per cent of Commonwealth libraries report adequate collections of 35 mm. slides. Corresponding figures for filmstrips (10.8 per cent and 17.3 per cent) and tape cassettes (19.0 per cent and 34.6 per cent), reveal the same pattern.

As one would expect, usage appears related to availability. High usage of 35 mm. slides is reported by 15.2 per cent of non-Commonwealth and 24.6 per cent of Commonwealth libraries. Corresponding figures for filmstrips are 8.8 per cent and 11.9 per cent, and for tape cassettes, 24.0 per cent and 39.1 per cent.

Generally, usage of audio-visual materials is steadily increasing for several reasons:

(a) Teachers are becoming more familiar with the equipment;
(b) school staffs are relaxing their attitudes concerning student use of audio-visual equipment.
(c) there is an increasing variety of programs available in audio-visual formats;
(d) school collections are growing;
(e) school collections are being listed, organized and made more accessible as the numbers and expertise of library staff increase.

In schools with non-Commonwealth libraries, however, the collection and use of audio-visual materials lags as this sample comment shows:

> Students don't use non-book materials. Teachers have collected and use AV material in their faculty areas. There is therefore no exchange of material between faculties, therefore wasted resources. There is no space in library to house resources or the staff to organize them.

Many comments from teacher-librarians indicate a range of needs relating to audio-visual collections and use: adequate furniture and space for its storage, production and use; advice on the selection of equipment and organization of software; in-service training for all school staff in the use of these materials.

Most of all, however, schools require maintenance services for audio-visual equipment. Table 4.6 shows teacher-librarians' assessments of the adequacy of such maintenance.

TABLE 4.6

ADEQUACY OF MAINTENANCE OF AUDIO-VISUAL EQUIPMENT
(PERCENTAGES OF SCHOOLS RESPONDING IN
EACH CATEGORY IN PARENTHESES)

Adequacy	Schools with Non-Comm. Libraries	Schools with Comm. Libraries	Total Schools
No Response	30 (19.0)	15 (13.6)	45 (16.8)
Completely Inadequate or Non-existent	44 (27.9)	38 (34.6)	82 (30.6)
Inadequate	39 (24.7)	24 (21.8)	63 (23.5)
Adequate in Some Areas; Inadequate in Others	18 (11.4)	16 (14.6)	34 (12.7)
Adequate	19 (12.0)	8 (7.3)	27 (10.1)
Completely Adequate	8 (5.1)	9 (8.2)	17 (6.3)

Few schools (16.4 per cent) have adequate maintenance services available and those with Commonwealth libraries appear even worse off than others in this regard. Furthermore, adequate service is often dependent on the goodwill of a teacher who provides it as a hobby and who may, or may not, be allowed school time for the purpose. Sample comments:

> "The Science teacher is an expert in electronics and works on maintenance, etc. 0.7 of his time - going on leave and then we'll be desperate".
>
> "Equipment repairs are neglected due to lack of technical knowledge - inhibits teacher borrowing."

To solve this problem, teacher-librarians suggest that audio-visual technicians are needed to maintain and operate equipment if the full benefit of considerable expenditure is to be obtained.

D. Organization of Resources

Materials collections are made accessible and services efficient through proper organization. A major task for teacher-librarians in recent years has been the

cataloguing and classification, not only of new books and materials acquired, but also of existing collections which were often incorrectly catalogued, if at all.

Table 4.7 compares the extent to which collections were catalogued in 1971 and 1975. The most rapid development has been in the cataloguing of audio-visual materials because, whereas there has been some assistance with book cataloguing from the Library Branch, the cataloguing of audio-visual materials has been entirely the work of library staff. This task has been made more difficult because of the lack of any guidelines, until recently, for the cataloguing of such items.

TABLE 4.7

THE EXTENT TO WHICH THE COLLECTION IS CATALOGUED: 1971 COMPARED WITH 1975 (PERCENTAGES OF SCHOOLS IN EACH CATEGORY)

Extent of Cataloguing	Books		Av. Materials		Other Materials	
	1971	1975	1974	1975	1971	1975
No Response	1.7	1.9	66.3	12.0	48.3	26.5
No Catalogue	0.9	0	6.9	12.3	13.8	14.2
Limited Cataloguing	8.2	1.1	10.3	16.8	18.5	25.0
Fully Catalogued	89.2	95.5	15.5	57.5	15.5	27.2
Other	0	1.5	0.9	1.5	3.9	7.1
No. of Schools	232	268	232	268	232	268

As Table 151 in Appendix G shows, more of the audio-visual collections in Commonwealth libraries are fully catalogued than in non-Commonwealth libraries. A further example of the impact of Commonwealth libraries can be seen in Tables 152 to 157 of Appendix G, which indicate that collections in Commonwealth library schools are more centralized than in non-Commonwealth libraries.

V. LIBRARY STAFFING

All post-primary school libraries report a person in charge who, in at least 75 per cent of cases, is full-time in the library. In Table 158 and 159, Appendix G, it can be seen that only 10 of these teacher-librarians (9.1 per cent) report having non-library duties, while 39 teacher-librarians (24.7 per cent) in non-Commonwealth libraries report such duties.

More than half (51.5) of the 340 people in charge of libraries (1974 Census Return) report having full library qualifications, and 36.5 per cent have degrees. This is a significant increase over the 1971 sample of teacher-librarians (N=232) when only 18 (7.8 per cent) reported full library qualifications (A.L.A.A. or equivalent) and 64 (27.6 per cent) had degrees.

Table 5.1 indicates the numbers of each type of staff and their adequacy to meet present needs as perceived by the teacher-librarians.

TABLE 5.1

NUMBERS OF SCHOOLS REPORTING EACH TYPE OF LIBRARY STAFF AND THEIR ADEQUACY (PERCENTAGES OF SCHOOLS IN PARENTHESES)

Numbers	Librarians			Library Technicians	Clerical	Other
	Teacher-Librarians	Teachers	Non-Teachers-			
0	59 (22.0)	153 (57.1)	160 (59.7)	212 (79.1)	69 (25.7)	224 (83.6)
.5 or less	12 (4.5)	21 (7.8)	21 (7.8)	8 (3.0)	44 (16.4)	17 (6.3)
.6 to 1	142 (53.0)	52 (19.4)	64 (23.9)	35 (13.1)	108 (40.3)	21 (7.8)
1.1 to 1.5	14 (5.2)	14 (5.2)	8 (3.0)	4 (1.5)	28 (10.4)	1 (0.4)
1.6 to 2.0	30 (11.2)	14 (5.2)	13 (4.9)	7 (2.6)	17 (6.3)	2 (0.7)
2 +	11 (4.1)	14 (5.2)	2 (0.7)	2 (0.7)	2 (0.7)	3 (1.1)
Adequacy						
No Response	67 (25.0)	159 (59.3)	146 (54.5)	172 (64.2)	78 (29.1)	222 (82.8)
Completely Inadequate or Non-existent	28 (10.4)	21 (7.8)	33 (12.3)	48 (17.9)	27 (10.1)	11 (4.1)
Inadequate	50 (18.7)	23 (8.6)	27 (10.1)	15 (5.6)	53 (19.8)	13 (4.9)
Adequate in Some Areas; Inadequate in Others	54 (20.1)	21 (7.8)	24 (9.0)	13 (4.9)	52 (19.4)	8 (3.0)
Adequate	35 (13.1)	21 (7.8)	18 (6.7)	10 (3.7)	25 (9.3)	5 (1.9)
Completely Adequate	34 (12.7)	23 (8.6)	20 (7.5)	10 (3.7)	33 (12.3)	9 (3.4)

Tables 160 to 165 in Appendix G deal with factors relating to staff in greater detail. It is worth noting that 69 schools (25.8) per cent) report adequate teacher-librarians, and that these are made up of 37 (23.4 per cent) non-Commonwealth library schools and 32 (29.1 per cent) Commonwealth library schools.

Some staffing needs are as much a function of the nature of the library provision as of the size of the school. The most urgent need at present is for support staff - especially in the technician and clerical spheres. Also, because most teacher-librarians must spend from 5 to 30 hours per week on cataloguing and other routine duties (Tables 166 to 171, Appendix G), it would seem that either cataloguers should be provided as support

staff or the cataloguing services of the Library Branch should be expanded to take up this task.

By way of example, the verbal comments from three schools give some insight into the attitudes of teacher-librarians and their perceived needs for library staff.

School A:

(734 students; 1 teacher-librarian, 0.5 librarian; 1 clerical assistant; non-Commonwealth library of 1536 square feet).

Above everything we need an AV technician to maintain the equipment in this school. Besides this, another full-time librarian is urgently needed in order to cope with the work and organization of a growing working library.

(In relation to the duties of the school librarian:)

It's impossible to answer these questions categorically. The full-time teacher/librarian works from 8.15 a.m. - 4.30 p.m. (lunch and morning tea taken on the run). The .5 librarian works four mornings a week. The clerical assistant works from 8.45 a.m. - 4.00 p.m. with hardly a break. We see to all the items listed as and when the need arises. This includes taping programmes off air, organizing, collecting and returning films from A.V.E.C., keeping one jump ahead on the technical side of A.V. materials, seeing to maintenance etc. and taking the odd extra when teachers are very short !

School B:

(838) students; 1 full time teacher-librarian, 0.4 teacher, 1 clerical assistant; new library of 5760 sq. ft. in new school began operation March, 1975).

All Priority No. 1

1. Teacher-librarian - need at least another full-time
2. AV Technician - maintain and organize equipment.
3. Media Consultant - encourage effective use of media in teaching programme. Organize workshops, motivate production of software at school.
4. Librarian (non-teacher) to catalogue materials and assist in reader service.

Note: (i) Librarians (non-teachers): We are allowed to employ 2 librarians (non-teachers). We have advertised widely. Several interested applicants have contacted us. However, the pathetic salary offered and the lack of a career structure does not attract the personnel we need. No credit is given for university subjects or even a university degree.

Note: (ii) Clerical/Assistants: We have an excellent library assistant - capable and experienced. However she receives considerably less than the worst junior typist in a school office. I have attached details of the latest salary awards showing a comparison between 'Library Assistants' and School Office 'Typist'. There is also no career structure offered for the 'Library Assistant'. Several cases have been brought

to my notice of 'Library Assistants' applying for school office jobs because of the salary and career structure. Apart from the inconsistency it down-grades school libraries."

School C:

(944 students; 1 teacher-librarian, 1.5 clerical/ assistants; Commonwealth library of 6315 square feet opened July, 1972).

A Commonwealth library with a school population of 1000 students requires five full time people not 2½ .....(high school) is entitled to a full-time librarian although the position has been advertised it suffers from being in the Northern Suburbs. We have one library technician in training as a half time assistant but we cannot employ her full time next year as the Public Service is not employing technicians in schools at the moment. Our present library technician would be an ideal person to be in charge of the audio-visual area as she has had training in the production of software, maintenance of AV materials and processing of AV materials. Due to a decline in school numbers to 950 we will not be able to replace her, i.e. there will only be 2 members of library staff - ..... High was one of 60 High Schools who asked for full time library technicians in 1975 although a need is recognised by the department due to red tape (it has not been allowed for in the Budget and legislation) they cannot be employed in 1976.

The major inadequacy in school libraries is not the building, furniture or finance; rather it is the lack of staff especially in Commonwealth Libraries in High Schools. Commonwealth Libraries in the Northern and Western Suburbs are further limited due to the reluctance of librarians to work in those suburbs. Therefore, a school which is allowed to advertise for a full-time librarian is unlikely to fill the vacancy.

An incentive - probably financial - could be used to interest librarians in the prospect of working in the Northern Suburbs. If the vacancy still occurs the school should be allowed to employ an extra teacher or library technician or library assistant in the library.

Commonwealth libraries require five full time members of library staff to provide essential services. At the moment.....High's library is severely limited in the services it can offer to staff and students. All schools should be responsible for the staffing of their libraries and should not have to go through departmental channels.

Maybe then one of the disadvantages of going to school in the Northern Suburbs will be eliminated."

These verbal comments indicate the differences between schools with regard to library staffing. The 1975 questionnaires provide a rich source of variety of comment and criticism. In this developmental stage, certain needs have been reported fairly often. They are:

1. Many people in charge of school libraries lack training in school librarianship and express the need for such training, or for a person with such training to run the library.

2. The greatest single staff need at present is for audio-visual technicians to maintain equipment.

3. When there is one teacher-librarian for each 250 to 400 students, this is perceived as adequate to give basic service to meet present needs, provided that sufficient technical and clerical staff and services are made available from a regional centre . Schools are in great need of such support staff at present.

4. In non-Commonwealth libraries, particularly those far below standard, there is considerable staff inefficiency. Teacher-librarians in these schools must work much harder to achieve an impact than those in Commonwealth libraries.

5. Part-time teacher-librarians, even when there are two or three of them, do not function as well as full-time teacher-librarians, especially when they are in charge of a library. This also applies to other staff as well because continuity and communication present problems.

6. The person-in-charge of the library services, especially in a large school (800+), requires a status at least equivalent to that of Assistant with Responsibility.

7. Schools appear to require greater autonomy in the employment of the library support staff they need, rather than being forced to abide by state-wide formulae. The public Service may need to consider relaxing its controls over schools in this regard.

As a final comment in this section , it must be stated that present needs and recommendations will not nessarily be appropriate for any future time.

VI. STUDENT USAGE

A. Visits and Borrowing

In a previous Australian study* it was found that the seating capacity of a school library is the best single predictor of all types of library usage. Lunch-time usage was the best indicator of total library usage and the best discriminator among libraries. Taking student usage of libraries at lunch-time (number of student visits as a percentage of total enrolment) it is evident that there is greater usage of Commonwealth than non-Commonwealth libraries (Table 6.1).

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* Lundin, Roy. On Establishing Standards: Theory and Research, Commonwealth Secondary School Libraries Research Project, No. 2, Brisbane, Department of Education, University of Queensland, 1973.

TABLE 6.1

STUDENT USAGE OF LIBRARIES AT LUNCH-TIME

(PERCENTAGE OF SCHOOLS IN PARENTHESES)

Student Visits as Percentage of Enrolment	Total 1971	1975		Total 1975
		Non-Commonwealth Libraries	Commonwealth Libraries	
Less than 5%	158 (72.8)	28 (19.1)	11 (10.5)	39 (15.5)
5 - 10%		65 (44.2)	39 (37.1)	104 (41.3)
10 - 20%	51 (23.5)	43 (29.3)	38 (36.2)	81 (32.1)
20% +	8 (3.7)	11 (7.5)	17 (16.2)	28 (11.1)
Total Schools Responding	217	147	105	252

The difference between non-Commonwealth and Commonwealth libraries in student usage during class times is even more pronounced. On a sample day, for example, in the two case-study schools there were 365 student visits (40.4 per cent of enrolment) to the non-Commonwealth library and 683 (64.1 per cent) to the Commonwealth library.

The fact that more students can work in Commonwealth than in non-Commonwealth libraries may explain partly the apparent negative influence of new libraries on students' borrowing of materials (see Table 6.2).

TABLE 6.2

AVERAGE ITEMS USED PER STUDENT (TOTAL ENROLMENT) DURING A SAMPLE WEEK IN 1975 (PERCENTAGE OF SCHOOLS IN PARENTHESES)

Average Number of Items Borrowed per Student	Non-Commonwealth Libraries	Commonwealth Libraries	Total Schools
Less than 0.5	1 (0.8)	0 (0)	1 (0.5)
0.5 - 1	86 (67.7)	64 (75.3)	150 (70.8)
1.01 - 1.5	20 (15.7)	13 (15.3)	33 (15.6)
1.6 - 2	10 (7.9)	6 (7.1)	16 (7.6)
2 +	10 (7.9)	2 (2.4)	12 (5.7)
Total Schools	127	85	212

More detailed data are shown in Tables 172 to 249, Appendix G.

B. Borrowing Policies

Borrowing figures are also influenced by many factors including borrowing policies which in turn are influenced by size of bookstock. This tends to suggest that statistics on borrowing are an insufficient basis for evaluation of library programs.

Table 6.3 shows the trends in borrowing policies between 1971 and 1975.

TABLE 6.3

BORROWING POLICIES REGARDING HOME USE OF MATERIALS AND EQUIPMENT BY STUDENTS: 1971 AND 1975 COMPARED. (PERCENTAGES OF SCHOOLS IN EACH CATEGORY)

Year	Fiction Books		Non-fiction Books		Reference Books		Periodicals		Other Print		A-V Materials		A-V Equipment	
	1971	1975	1971	1975	1971	1975	1971	1975	1971	1975	1971	1975	1971	1975
Number of Items Allowed:														
0 (Includes No Response)	2.2	4.1	4.3	6.7	55.6	67.2	38.8	29.9	56.9	52.3	90.1	63.1	94.4	72.4
1	31.0	14.9	28.9	14.9	14.7	13.8	21.1	20.5	10.8	9.7	1.7	16.4	2.6	18.3
2	51.3	56.0	44.0	45.9	8.2	7.1	13.8	23.1	6.9	6.3	2.6	3.4	1.3	0
3	6.0	11.9	6.9	12.7	2.2	0.7	2.2	4.5	2.6	1.9	0	1.1	0	0
4	3.0	4.1	3.0	3.7	0.4	0.4	0.9	0.7	0	1.1	0	0.4	0	0
5+ (Unlimited or Special Permission)	6.4	9.0	12.9	16.0	18.9	10.8	23.3	21.3	22.9	28.7	5.6	15.7	2.7	9.3
Length of Time:														
Overnight	0	2.2	8.6	13.1	32.8	29.1	35.8	42.9	28.9	39.6	6.5	37.7	4.7	30.6
1 Week	9.9	9.0	18.1	16.4	2.6	0	9.5	11.2	3.9	4.9	1.3	1.1	0.9	0
2 Weeks	82.8	83.6	60.8	59.7	6.0	4.5	11.2	14.6	5.2	9.3	0.9	3.0	0	1.1
1 Month	4.3	1.9	2.6	1.5	0.4	0	1.3	0.4	0.9	0	0	0	0	0
Unlimited Time or by Special Permission	1.3	1.1	4.3	3.4	5.6	6.7	4.8	6.3	6.1	6.7	1.3	5.2	0	3.4
No Response	1.7	2.2	5.6	6.0	52.6	59.7	37.5	24.6	55.2	39.6	90.1	53.0	94.4	64.9

In the 1975 survey, teacher-librarians were asked to what extent audio-visual materials were on open access, i.e., available to users in the same way as books rather than in a separate storage room. Table 6.4 shows the results.

TABLE 6.4

ACCESSIBILITY OF AUDIO-VISUAL MATERIALS

(PERCENTAGES OF SCHOOLS IN PARENTHESES)

Amount on Open Recess	Non-Commonwealth Libraries	Commonwealth Libraries	Total
No Response	31 (19.6)	11 (10.0)	42 (15.7)
None	79 (50.00)	68 (61.8)	147 (54.9)
Some	31 (19.6)	22 (20.0)	53 (19.8)
All	17 (10.8)	9 (8.2)	26 (9.7)

C. Reading

Students have also been benefiting in other ways from the improvements in library provision. Several developmental trends are discernible from the responses of 268 teacher-librarians to three questions regarding the development of reading programs.

52.2 per cent of the schools report having initiated, during the past two years, special reading programs - almost all of which depend upon the use of libraries. Commonwealth libraries have a significant impact on the initiation and nature of these programs.

In addition, experimentation is under way in the use of audio-visual materials to improve reading skills. Commonwealth libraries have an impact here also.

D. Seniors

Teacher-librarians were also asked to indicate the extent to which senior students use the library for study (Table 6.6).

TABLE 6.5

THE EXTENT TO WHICH SENIOR STUDENTS USE THE LIBRARY FOR STUDY (PERCENTAGES OF SCHOOLS IN PARENTHESES)

Frequency	Schools with Non-Commonwealth Libraries	Schools with Commonwealth Libraries	Total
No Response	5 (3.2)	12 (10.9)	17 (6.3)
Never	1 (0.6)	1 (0.9)	2 (0.7)
Hardly Ever	7 (4.4)	0 (0)	7 (2.6)
Sometimes	25 (15.8)	13 (11.8)	38 (14.2)
Often	76 (48.1)	45 (40.9)	121 (45.1)
Always	37 (23.4)	33 (30.0)	70 (26.1)
Not Applicable	7 (4.4)	6 (5.5)	13 (4.9)
Totals	158	110	268

Of these schools, only 44.0 per cent report that there is another separate study area for seniors in the school (non-Commonwealth, 45.6 per cent; Commonwealth, 41.8 per cent). These statistics suggest that libraries, especially the Commonwealth ones, are still expected to fulfil to some extent a study-hall function. Yet, from observation and interviews it appears that senior students require a separate study area in addition to the library.

VII. TEACHER USAGE AND ATTITUDES

A. Teacher Visits and Borrowing

In both the 1971 and 1975 surveys, teacher-librarians were asked to estimate certain aspects of teacher usage. Table 7.1 shows the results for three aspects of teacher usage.

TEACHER USE OF THE LIBRARY AND
CONSULTATION WITH TEACHER-LIBRARIAN

Percentage of Teachers	a		b		c	
	1971	1975	1971	1975	1971	1975
0	0.9	5.2	5.2	9.3	4.7	8.2
1 - 20	21.2	26.9	40.1	46.7	47.0	55.2
21 - 40	27.2	23.2	18.1	18.3	21.6	18.7
41 - 60	18.1	23.9	6.9	16.1	5.6	11.9
61 - 80	11.2	12.7	5.2	7.1	4.3	4.5
81 - 100	8.7	8.3	8.2	2.6	5.2	1.5

a = Schools reporting the percentage of teachers who regularly make at least one voluntary appearance (without a class) in the library during a sample week.

b = Schools reporting the percentage of teachers who used the library or resources for lesson preparation during the week.

c = Schools reporting the percentage of teachers who discussed availability and use of library materials with the school librarian at least once during the week.

These statistics indicate a reduction in the amount of teacher usage in each of the three areas between 1971 and 1975. None of the differences, however, is statistically significant. Furthermore, there are other factors influencing teacher visits to the library. Firstly, teachers have become more heavily involved in the selection of materials since 1971 and therefore are more familiar with the availability and use of these materials. Secondly, the prevailing policy, especially in Commonwealth libraries, is that teachers can send, unaccompanied, up to six students to the library during any class period.

These are , admittedly, optimistic interpretations of the data. However, if there is a temptation to interpret these figures in terms of "teacher backlash", it should be resisted until the end of this section, where a study is made of teacher attitudes.

Tables 250 to 259, Appendix G, reveal a pattern of teacher borrowing of materials similar to that of students, viz., lower borrowing figures in Commonwealth libraries than in non-Commonwealth libraries. There is no immediately apparent explanation for this finding.

B. Teacher Borrowing Policies

In general, borrowing policies for teachers tend to be far more liberal than for students. Table 7.2 shows that there has been a further liberalization of policies between 1971 and 1975, except for the home use of reference books.

TABLE 7.2

TEACHER BORROWING POLICIES REGARDING HOME USE OF MATERIALS: 1971 AND 1975 COMPARED. (PERCENTAGE OF SCHOOLS IN EACH CATEGORY)

Policy	Fiction Books		Non-fiction Books		Reference Books		Periodicals		Other Print		Audio-visual Materials		Audio-visual Equipment	
	1971	1975	1971	1975	1971	1975	1971	1975	1971	1975	1971	1975	1971	1975
How many?														
No Response	10.3	10.8	9.9	14.5	18.5	54.1	22.8	26.5	42.7	40.3	75.0	42.9	81.5	51.1
0	0		0		13.8		6.0		4.7		4.3		4.3	
1	3.4	2.2	1.3	1.5	2.6	3.4	4.3	3.7	3.0	3.0	0	6.0	1.7	11.2
2	5.6	4.5	3.4	2.6	2.6	2.2	3.9	3.4	0.4	0.7	0	1.9	0	1.5
3	3.0	1.9	1.3	1.1	1.3	0.4	2.6	1.1	0.4	0.7	0.4	0.4	0	0.7
4	2.2	1.5	1.3	0.4	1.3	0.4	0	0	0	0	0	0.4	0	0
5+ (Unlimited or Special Arrangement)	75.5	79.1	82.7	79.9	59.9	39.6	60.4	65.3	48.7	55.2	20.2	48.5	12.5	35.4
How long?														
Overnight	0.4	0.7	0.9	0.7	19.8	23.1	16.8	20.1	9.1	11.6	5.6	23.1	5.2	31.0
1 Week	1.3	1.9	2.2	1.9	1.3	0.7	4.7	2.2	3.4	1.5	0	1.9	0	0.7
2 Weeks	19.0	14.2	12.5	10.4	3.4	1.5	3.0	3.7	3.9	2.2	0.9	0.4	0.9	0
1 Month	4.7	2.2	4.7	1.5	0.9	0	1.7	1.1	1.3	0.7	0	0	0	0
1 Term	2.2	1.5	2.2	2.2	1.3	0.4	1.3	1.1	0	1.1	0	0.7	0	0.4
Unlimited or Special Arrangement	62.1	68.7	66.8	69.0	41.3	26.5	41.0	47.4	33.2	43.2	12.9	32.5	3.2	20.5
No Response	10.3	10.8	10.8	14.2	31.9	47.8	31.5	24.3	49.1	39.6	80.6	41.4	85.8	47.4

C. Teacher Attitudes

Teachers in schools with Commonwealth libraries were asked by questionnaire to express opinions concerning the libraries, their provision, adequacy and impact. Of those contacted, 373 (50.6 per cent) responded, and, of these, 90.1 per cent had been teaching in their present school before it had a new library in full operation. The personal characteristics of the respondents appear in Table 260 in Appendix G.

The questionnaire (Appendix D) had six sections. The first dealt with personal characteristics and the remainder with opinions. The frequencies of responses to the items in Sections II, III and IV are shown in Table 7.3. The results are displayed in toto as it is important to note the shifting patterns of agreement and disagreement.

TABLE 7.3

FREQUENCIES OF TEACHER RESPONSES TO SECTIONS II, III AND IV OF THE ATTITUDES QUESTIONNAIRE (PERCENTAGES OF RESPONSES IN PARENTHESES)

SECTION II

(DEGREE OF ADEQUACY OF ITEMS LISTED)

Items	Adequacy					
	No. Response	Completely Inadequate or Non-existent but Needed	Adequate	Adequate in Some Areas; Inadequate in Others	Fairly Adequate	Completely Adequate
school's timetable lows for use of the brary and resources n needed	8 (2.1)	10 (2.7)	27 (7.2)	102 (27.3)	149 (39.9)	77 (20.6)
syllabus allows exibility for the use library resources	17 (4.6)	8 (2.1)	18 (4.8)	75 (20.1)	143 (38.3)	112 (30.0)
brary size (space)	4 (1.1)	4 (1.1)	28 (7.5)	83 (22.3)	132 (35.4)	122 (32.7)
cation of the library relation to the rest the school	4 (1.1)	5 (1.3)	54 (14.5)	76 (20.4)	123 (33.0)	111 (29.8)
ternal areas eading area, carrels, scussion rooms)	3 (0.8)	8 (2.1)	35 (9.4)	126 (33.8)	138 (37.0)	63 (16.9)
ources:						
) Bookstock in relation to your subjects	3 (0.8)	7 (1.9)	54 (14.5)	130 (34.9)	144 (38.6)	35 (9.4)
) Reference books (encyclopaedias, dictionaries, atlases, etc,)	9 (2.4)	1 (0.3)	20 (5.4)	75 (20.1)	178 (47.7)	90 (24.1)
) Periodicals	11 (2.9)	10 (2.7)	30 (8.0)	91 (24.4)	157 (42.1)	74 (19.8)
) Audio-visual materials	10 (2.7)	23 (6.2)	79 (21.2)	124 (33.2)	100 (26.8)	37 (9.9)
) Audio-visual equipment	11 (2.9)	26 (7.0)	53 (14.2)	112 (30.0)	118 (31.6)	53 (14.2)
) Other materials	65 (17.4)	20 (5.4)	52 (13.9)	132 (35.4)	94 (25.2)	10 (2.7)
brary Staff:						
) Numbers	7 (1.9)	24 (6.4)	94 (25.2)	72 (19.3)	128 (34.3)	48 (12.9)
) Kinds	22 (5.9)	22 (5.9)	87 (23.3)	92 (24.7)	110 (29.5)	40 (10.7)
hool library usage licies (rules)	9 (2.4)	11 (2.9)	50 (13.4)	98 (26.3)	160 (42.9)	45 (12.1)
w adequate are the rvices of the school brary, generally?	3 (0.8)	8 (2.1)	18 (4.8)	126 (33.8)	185 (49.6)	33 (8.8)

SECTION III

Activity	Frequency with which teachers participated in each activity				Changes observed in teachers' own teaching			
	Often or Always	Occas-ionally or Sometimes	Rarely or Never	No Response	Increase	Decrease	No Change	No Response
-service training urse(s) on the e of the library d its resources	24 (6.4)	110 (29.5)	218 (58.4)	21 (5.6)	120 (33.2)	12 (3.2)	205 (55.0)	36 (9.7)
nsult the teacher-brarian when anning a unit of rk	83 (22.3)	177 (47.5)	102 (27.3)	11 (2.9)	162 (43.4)	11 (2.9)	167 (44.8)	33 (8.8)
form the teacher-brarian of units work planned	109 (29.2)	162 (43.4)	90 (24.1)	12 (3.2)	166 (44.5)	7 (1.9)	165 (44.2)	35 (9.4)
oduction of teach-g aids (charts, ides, etc.)	43 (11.5)	146 (39.1)	170 (45.6)	14 (3.8)	125 (33.5)	9 (2.4)	205 (55.0)	34 (9.1)
taining or borrow-g materials (print d audio-visual) om film libraries, mmercial sources, her libraries, etc.	81 (21.7)	141 (37.8)	140 (37.5)	11 (2.9)	123 (33.0)	10 (2.7)	205 (55.0)	35 (9.4)
perimentation with e of the library d its resources teaching	44 (11.8)	185 (49.6)	131 (35.1)	13 (3.5)	171 (45.8)	5 (1.3)	160 (42.9)	37 (9.9)
e of audio-visual terials in aching	102 (27.3)	193 (51.7)	66 (17.7)	12 (3.2)	194 (52.0)	7 (1.9)	140 (37.5)	32 (8.6)
commend use of dio-visual terials to stud-ts for use in signments	61 (16.4)	151 (40.5)	147 (39.4)	14 (3.8)	160 (42.9)	7 (1.9)	169 (45.3)	37 (9.9)
parture from use textbook (s)	97 (26.0)	196 (52.5)	62 (16.6)	18 (4.8)	145 (38.9)	11 (2.9)	177 (47.5)	40 (10.7)
portance placed on e of a variety of sources in aluation:) of assignments	140 (37.5)	156 (41.8)	59 (15.8)	18 (4.8)	171 (45.8)	3 (0.8)	158 (42.4)	41 (11.0)
) in examinations	55 (14.7)	100 (26.8)	153 (41.0)	65 (17.4)	72 (19.3)	16 (4.3)	201 (53.9)	84 (22.5)
commendations for e ordering of) books	186 (49.9)	146 (39.1)	26 (7.0)	15 (4.0)	195 (52.3)	9 (2.4)	124 (33.2)	45 (12.1)
) audio-visual items	114 (30.6)	150 (40.2)	89 (23.9)	20 (5.4)	167 (44.8)	9 (2.4)	148 (39.7)	49 (13.1)
e of a variety of tudent groupings .e, individuals, mall groups, large roups)	93 (24.9)	178 (47.7)	86 (23.1)	16 (4.3)	161 (43.2)	6 (1.6)	168 (45.0)	38 (10.2)

SECTION IV

Statement	Teachers' Agreement With Statements					
	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	No Response
Library provision and services reduce a teachers' workload	39 (10.5)	122 (32.7)	45 (12.1)	118 (31.6)	47 (12.6)	2 (0.5)
Library provision and services increase a teacher's effectiveness by improving the quality of teaching and learning	151 (40.5)	166 (44.5)	32 (8.6)	18 (4.8)	5 (1.3)	1 (0.3)
Textbooks, if provided in class sets, are adequate materials for teaching and learning	14 (3.8)	72 (19.3)	42 (11.3)	157 (42.1)	81 (21.7)	7 (1.9)
The teacher-librarian should participate in planning units of work	55 (14.7)	168 (45.0)	79 (21.2)	56 (15.0)	9 (2.4)	6 (1.6)
The teacher-librarian should be a source of ideas for use of library resources in specific lessons	121 (32.4)	199 (53.4)	31 (8.3)	13 (3.5)	6 (1.6)	3 (0.8)
Use of the library improves the quality of assignments submitted by students	151 (40.5)	155 (41.6)	46 (12.3)	14 (3.8)	3 (0.8)	4 (1.1)
Use of the library has a good effect on student/teacher relationships	77 (20.6)	131 (35.1)	118 (31.6	33 (8.8)	8 (2.1)	6 (1.6)
Use of the library encourages greater autonomy (independence) in students with respect to learning	119 (31.9)	189 (50.7)	41 (11.0)	15 (4.0)	4 (1.1)	5 (1.3)
Students, generally, are not capable of making effective use of the library	26 (7.0)	113 (30.3)	60 (16.1)	149 (39.9)	21 (5.6)	4 (1.1)
Teachers, in general, are not adequately prepared to use the library	53 (14.2)	189 (50.7)	57 (15.3)	61 (16.4)	8 (2.1)	5 (1.3)
The teacher-librarian is not adequately trained to assist teachers	30 (8.0)	51 (13.7)	100 (26.8)	146 (39.1)	42 (11.3)	4 (1.1)
Use of the library has an effect on a teacher's ideas about how learning takes place	41 (11.0)	169 (45.3)	111 (29.8)	36 (9.7)	8 (2.1)	8 (2.1)

Although the tables are self-explanatory, two points from Section IV need to be highlighted. Firstly, the teachers' responses strongly support the educational value of school libraries. Secondly, teachers agree to a considerable extent that teacher-librarians should participate in planning units of work (59.7 per cent) and should be a source of ideas for use of library resources in specific lessons (85.8 per cent). Only 21.7 per cent of the teachers agree that teacher-librarians are inadequately trained to assist teachers. It would appear that there is little basis for saying that there is a "teacher backlash" against libraries or teacher-librarians, i.e., that teachers display resentment or active antipathy towards the new libraries and teacher-librarians.

In Section V, teachers were asked open-ended questions relating to (a) the most helpful services provided by the school library, (b) inhibitors to greater library use than at present, and (c) suggestions to improve library service. These comments are classified and tallied in Figure 2. The fact that these were open-ended questions lends considerable validity to the responses.

FIGURE 2

SECTION V: TEACHER ATTITUDES TOWARDS SCHOOL LIBRARY PROVISION AND USAGE IN SECONDARY SCHOOLS

TOTAL QUESTIONNAIRES = 382
GRAND TOTAL RESPONSES = 1829

A. MOST HELPFUL SERVICES

(29)	1.0	The Librarian (general helpfulness)	29
(410)	2.0	**Accessibility of Library and Materials**	
	2.1	Library:	
	2.11	General availability	15
	2.12	Library atmosphere	5
	2.13	Library organization	11
	2.14	Staff lounge	0
	2.15	Work areas (student and teacher)	26
	2.16	Hours of opening	3
	2.2	Materials:	
	2.21	General availability	8
	2.22	Availability of books	132
	2.23	Availability of audio-visual materials	142
	2.24	Availability of other materials	34
	2.25	Production of materials	34
(109)	3.0	**Instruction and Advice**	
	3.1	To students:	
	3.11	Reader guidance; reference service	24
	3.12	Library lessons	0
	3.13	Supervision of classes	1
	3.14	Career guidance or information	2
	3.2	To teachers:	
	3.21	Advice on use of the library	2
	3.22	Assistance with use of audio-visual materials	3
	3.23	Teacher reference; advice on availability of assignment materials; professional materials	51
	3.2	Concerning book selection:	
	3.31	Advice on book selection (for purchase)	4
	3.32	Displays	6
	3.33	Acquisition of ordered material:	16
(76)	4.0	Special Services	
	4.1	Reserve books	3
	4.2	Bulk loans (class sets)	22
	4.3	Collection of materials on specific topics	11
	4.4	Compiling materials lists (bibliographies)	9
	4.5	Borrowing policy	12
	4.6	Information on library content	8
	4.7	Notification of new books	11
(0)	5.0	Miscellaneous and Negative Responses	
	5.1	No service extended nor required	0
		Total Responses =	624

B. INHIBITORS

(66)	6.0	Library Staff	
		6.1 No librarian	0
		6.2 Librarian overworked; lack of staff	46
		6.3 No technician	4
		6.4 Negative attributes (unqualified, unco-operative)	16
(165)	7.0	Inadequate Facilities and Materials	
		7.1 Inadequate library:	
		7.11 Lack of space; i.e. library is too small	36
		7.12 Inadequate internal facilities	15
		7.13 Location of library	24
		7.2 Inadequate materials:	
		7.21 General inadequacy	28
		7.22 Lack of books	31
		7.23 Lack of multiple copies of books	0
		7.24 Lack of audio-visual materials and equipment	31
(47)	8.0	Inadequate Library Services	
		8.1 Limited hours of opening	9
		8.2 Lack of organization	6
		8.3 Delays in ordering and acquisition	0
		8.4 Library regulations (e.g., students must be accompanied by teachers)	32
(53)	9.0	Teacher Inability to Use Library	
		9.1 Lack of training in library or A-V use	10
		9.2 Use or over-use by other teachers or students	26
		9.3 Lack of co-ordination of teacher demand for limited materials	3
		9.4 Laziness or lack of motivation	5
		9.5 Lack of awareness of services available	9
(41)	10.0	Student Inability to Use Library Correctly	
		10.1 General inability; lack of supervision	23
		10.2 Noise	18
(146)	11.0	Restrictions of School and System	
		11.1 Lack of time	86
		11.2 Time-table restrictions	30
		11.3 Syllabus demands	4
		11.4 Set texts for set exams	0
		11.5 Teaching workload	2
		11.6 Size of classes	13
		11.7 Lack of classroom facilities (e.g. for A.V.A.)	1
		11.8 Library used as classroom or "babysitting" area	10
(35)	12.0	Library is Unnecessary	
		12.1 Practical work precludes use of library	7
		12.2 Classroom or personal collection adequate for needs	13
		12.3 Other; unspecified	15
(22)	13.0	Miscellaneous Remarks	
		13.1 Library program not yet developed	3
		13.2 None; nothing	19
		Total responses =	575

C. SUGGESTIONS TO IMPROVE SERVICES

(81)	14.0	**Buildings**	
	14.1	External features	0
	14.2	Internal features:	
	14.21	Increase available space	18
	14.22	Provide more furniture	6
	14.23	Provide discussion rooms	32
	14.24	Provide projection rooms	7
	14.25	Provide study carrels	4
	14.26	Install movable partitions	1
	14.27	Provide a quiet reading area	9
	14.28	Install heating or cooling system	1
	14.29	Provide dark room or A.V. preparation room	3
(143)	15.0	**Materials**	
	15.1	Provide more materials generally	7
	15.2	Provide more books	51
	15.3	Provide more A.V. materials	30
	15.4	Provide more A.V. equipment	33
	15.5	Provide more other materials (periodicals, maps)	15
	15.6	Provide classroom facilities	6
	15.7	Provide copying facilities	1
(256)	16.0	**Staff**	
	16.1	Increase the number of staff	108
	16.2	Improve the quality of staff	44
	16.3	Provide A.V. technician	37
	16.4	Provide A.V. educational officer	21
	16.5	Promote interaction, liaison with teachers	19
	16.6	Promote efficient use of skills (free from routine work; provide clerical staff)	12
	16.7	Provide in-service training for teachers	15
(106)	17.0	**Services**	
	17.1	Policy towards students:	
	17.11	Enforce silence	8
	17.12	Prevent misuse of library	4
	17.13	Provide student reference service	11
	17.14	More realistic penalties for book loss and misbehaviour	1
	17.15	More reasonable, informal approach	9
	17.2	Policy towards teachers:	
	17.21	Provide support and "follow-up" services	2
	17.22	Provide information of services available	4
	17.23	Consult about ordering of materials	7
	17.3	General Policy:	
	17.31	More efficient cataloguing	9
	17.32	Extension of hours	19
	17.33	Set up reserve collection	2
	17.34	Make services more accessible	13
	17.35	Open library to community	2
	17.36	Alter borrowing policy	7
	17.37	Faster ordering and processing of books	6
	17.38	Allow whole classes into library	2
(16)	18.0	**School Organization**	
	18.1	Eliminate or make more flexible time-tabling	4
	18.2	Provide or alter policy towards private study	3
	18.3	Principal should exercise control over library policies	5
	18.4	Principal should exercise less control over library policies	1
	18.5	Students should participate in running of library	1
(28)	19.0	**Miscellaneous Suggestions**	2
	19.1	Improve general efficiency	3
	19.2	Provide more funds	21
	19.3	Needs male influence	3
	19.4	Needs support of school community	1
		Total Responses	630

One point that is not self-evident from the tables is that although there were 16 comments regarding the unco-operative or inhibiting nature of the teacher-librarian, most of these came from only a couple of schools. There was, however, a significant number of comments emphasizing that teacher-librarians are over-worked and need more staff.

Summarizing this section of teacher usage and attitudes, it can be stated confidently that teachers, especially those in Commonwealth Library schools, appreciate the services they and their students are receiving from the school libraries. They do perceive some inadequacies in library provision and these may be overcome in time with more funds. One serious inadequacy, however, is the teachers' lack of training in the use of libraries and resources.

VIII. SUPPORT SERVICES

A. State Library Branch

Teacher-librarians were asked to assess the services of the Library Branch by indicating the frequency with which each service was used, the adequacy of each service and those services which they found most helpful. Table 8.1 brings together the responses to these items.

The key to each of the services is as follows:

a. Advice and co-operation with administrators, teachers and teacher-librarians in developing library programs to meet the educational objectives of the school.

b. Library consultant services at the district level.

c. In-service education programs for teachers, principals and teacher-librarians.

d. Assistance and advice with the planning of library buildings.

e. Advice on furnishing and equipping new libraries.

f. A book-reviewing service.

g. Bibliographic services.

h. A central cataloguing and free card supply service.

TABLE 8.1

SERVICES OF LIBRARY BRANCH: FREQUENCY OF USE, ADEQUACY AND THOSE MOST HELPFUL AS INDICATED BY 268 SCHOOLS, 1975

(PERCENTAGES OF SCHOOLS IN PARENTHESES)

Response	a		b		c		d		e		f		g		h	
	Use	Adeq.	Use	Adeq.	Use	Adeq.	Use	Adeq.	Use	Adeq.	Use	Adeq.	Use	Adeq.	Use	Adeq.
N.A. or No Response	110 (41.0)	151 (56.3)	151 (56.3)	178 (66.4)	69 (25.7)	85 (31.7)	181 (67.5)	198 (73.9)	184 (68.7)	196 (73.1)	63 (23.5)	78 (29.1)	85 (31.7)	104 (38.8)	51 (19.0)	65 (24.3)
1. Low or Non-existent	63 (23.5)	28 (10.4)	63 (23.5)	27 (10.1)	33 (12.3)	12 (4.5)	39 (14.6)	23 (8.6)	37 (13.8)	24 (9.0)	15 (5.6)	9 (3.4)	20 (7.5)	12 (4.5)	29 (10.8)	11 (4.1)
2.	49 (18.3)	23 (8.6)	21 (7.8)	14 (5.2)	41 (15.3)	19 (7.1)	41 (5.2)	9 (3.4)	20 (7.5)	13 (4.9)	22 (8.2)	20 (7.5)	44 (16.4)	29 (10.8)	23 (8.6)	28 (10.4)
3.	32 (11.9)	28 (10.4)	14 (5.2)	14 (5.2)	64 (23.9)	57 (21.3)	18 (6.7)	17 (6.3)	18 (6.7)	18 (6.7)	65 (24.3)	58 (21.6)	57 (21.3)	48 (17.9)	44 (16.4)	68 (25.4)
4.	9 (3.4)	27 (10.1)	11 (4.1)	23 (8.6)	44 (16.4)	71 (26.5)	8 (3.0)	12 (4.5)	3 (1.1)	13 (4.9)	58 (21.6)	77 (28.7)	36 (13.4)	53 (19.8)	37 (13.8)	55 (20.5)
5. High or Maximum	5 (1.9)	11 (4.1)	8 (3.0)	12 (4.5)	17 (6.3)	24 (9.0)	8 (3.0)	9 (3.4)	6 (2.2)	4 (1.5)	45 (16.8)	26 (9.7)	26 (9.7)	22 (8.2)	84 (31.3)	41 (15.3)
Most Helpful	30 (11.2)		26 (9.7)		95 (35.4)		26 (9.7)		21 (7.8)		114 (42.5)		73 (27.2)		138 (51.5)	

For services a, b, d and e there was a very low response rate, mainly because these services are aimed at new libraries, or, as in the case of district consultants, not widely available to post-primary schools.

When teacher-librarians were asked to indicate the extent to which Library Branch appears to be responsive to the needs of their schools, 26.5 per cent said "completely", 59 per cent said "to some extent", 4.5 per cent "not at all" and 10.1 per cent made no response. Generally, this is an encouraging result considering that the Library Branch is a single agency based in Melbourne and therefore remote from many of the State's schools.

From the responses to two open-ended questions one can obtain a picture of what is thought about the Library Branch. Teacher-Librarians were asked to suggest services that should be provided but are presently not offered and to comment about the services of the Library Branch. The comments were generally very appreciative of the services provided and there were few complaints.

Surprisingly, however, many schools indicated little or no use of the services of the Branch. One important reason, given very often, is that many schools in the state are too remote from the Library Branch to make use of its services: "distance makes use impractical"; "too far away for urgent problems". This was reinforced by many comments emphasizing the need for the regionalization of most of the Branch's services. A typical comment:

> Distance and time involved, plus high freight and postal charges - makes us feel very isolated.

Although the central cataloguing and free card supply service was voted the most useful service provided by the Branch, it also received considerable criticism. For example:

> We've found the cataloguing service has been of little value - so often books ordered from their lists have not been available so cards not used... Quicker and just as accurate to do the job ourselves.

> Cataloguing lists should be more frequent; should be cumulative - number of lists to be consulted detracts from usefulness; central cataloguing lists should include prices at time of listing; central cataloguing list is not a perfect selection tool - mixture of recent and older out-of-print books; change format from list to cards.

> Cataloguing and cards should be extended to audio-visual software; catalogue all AVEC materials.

It is clear that direct and concrete help in the form of a cataloguing service is very much needed and appreciated by teacher-librarians. Obviously, however, a manual system such as that operated by the Library Branch is inadequate to meet needs.

Another example of a practical service which is needed is that of emergency clerical help with backlogs of cataloguing, or to spend a week in the school re-cataloguing old material.

Many other services are also requested and some could be implemented at little cost. For example:

> Abstracting service is good, but needs to also provide photocopies of requested articles because many schools do not have access to those journals.
>
> Purchasing service should be provided for remote schools and in cases where specific books are difficult to obtain.
>
> Inter-library loans through regional centres.

There were also a number of requests for central processing, bookbinding and bulk buying of certain reference items.

Several complaints referred to Library Branch's lack of power. Teacher-librarians found that the Branch officers were interested and sympathetic - providing considerable moral support but that they tend to be powerless to rectify practical problems and lacked authority within the schools. One teacher-librarian said, "It is a pity that a body staffed by experts should have only advisory functions - it should control staffing, building, priorities."

At least three major points emerge concerning the use and adequacy of services provided by the Library Branch:

a. Services provided need greater publicity among schools;

b. teacher-librarians need and appreciate direct, concrete help, especially with day-to-day tasks;

c. Library Branch services need to be regionalized as much as possible to overcome the barrier of distance.

B. Audio-Visual Education Centre (AVEC).

Similar questioning as that used for the Library Branch was used in an attempt to assess the services of AVEC. It was discovered, however, that in many cases it was the person in charge of the school's audio-visual services who responded, rather than the teacher-librarian.

Those who responded indicated the frequency of use, adequacy and helpfulness of the various services provided by AVEC as listed below:

a. Advice and assistance to teacher-librarians and other school staff on the planning and implementation of programs involving use of audio-visual materials.

b. Production of original audio-visual materials for the resource collection.

c. Reproduction of audio-visual materials for the school.

d. In-service education programs for teachers, principals and teacher-librarians.

e. Consultant services at the district or regional level.

f. Advice on the selection of audio-visual equipment.

g. Other (please specify).

The responses to these items are set out in Table 8.2

TABLE 8.2

SERVICES OF AVEC: FREQUENCY OF USE, ADEQUACY AND THOSE MOST HELPFUL AS INDICATED BY 268 SCHOOLS, 1975 (PERCENTAGES OF SCHOOLS IN PARENTHESES)

Response	a		b		c		d		e		f		g	
	Use	Adeq.	Use	Adeq.	Use	Adeq.	Use	Adeq.	Use	Adeq.	Use	Adeq.	Use	Adeq.
N.A. or No Response	123 (45.9)	149 (55.6)	124 (46.3)	158 (59.0)	111 (41.4)	134 (50.0)	108 (40.3)	131 (48.9)	128 (47.8)	154 (57.5)	92 (34.3)	108 (40.3)	245 (91.4)	249 (92.9)
1. Low or Non-existent	67 (25.0)	24 (9.0)	58 (21.6)	22 (8.2)	45 (16.8)	26 (9.7)	31 (11.6)	13 (4.9)	50 (18.7)	21 (7.8)	31 (11.6)	19 (7.1)	2 (0.7)	1 (0.4)
2.	28 (10.4)	25 (9.3)	33 (12.3)	22 (8.2)	52 (19.4)	20 (7.5)	66 (24.6)	29 (10.8)	39 (14.6)	27 (10.1)	46 (17.2)	26 (9.7)	2 (0.7)	2 (0.7)
3.	33 (12.3)	32 (11.9)	33 (12.3)	30 (11.2)	30 (11.2)	32 (11.9)	36 (13.4)	41 (15.3)	27 (10.1)	26 (9.7)	41 (15.3)	41 (15.3)	6 (2.2)	5 (1.9)
4.	7 (2.6)	22 (8.2)	16 (6.0)	30 (11.2)	21 (7.8)	36 (13.4)	23 (8.6)	35 (13.1)	17 (6.3)	26 (9.7)	32 (11.9)	38 (14.2)	4 (1.5)	6 (2.2)
5. High or Maximum	10 (3.7)	16 (6.0)	4 (1.5)	6 (2.2)	9 (3.4)	20 (7.5)	4 (1.5)	19 (7.1)	7 (2.6)	14 (5.2)	26 (9.7)	36 (13.4)	9 (3.4)	5 (1.9)
Most Helpful	18 (6.7)		26 (9.7)		46 (17.2)		41 (15.3)		32 (11.9)		72 (26.9)		12 (4.5)	

As in the case of services from Library Branch, it is direct, concrete assistance which is found most useful.

Respondents also indicated the extent to which AVEC appears responsive to the needs of their schools, as follows: "completely" - 11.9 per cent; "to some extent" - 58.6 per cent; "not at all" - 5.6 per cent. 23.9 per cent made no response.

The verbal responses to the open-ended questions concerning general comments about AVEC and suggestions for services AVEC should offer, are generally complimentary and sympathetic. It is felt that AVEC is as much a victim as everyone else of insufficient funds and staff to implement a totally adequate set of services. What services are offered are found "most useful" and the officers are described as "courteous and professional" people who "try hard" with limited resources. A sample comment:

> Effective and efficient considering their financial restrictions imposed by government.

However, several respondents commented on such factors as the difficulty of contacting AVEC officers (especially by telephone), AVEC's rather complicated organization, lack of liaison and communication between departments within AVEC itself, constant delays in obtaining materials, AVEC being closed when most needed such as during lunch-times and after school-hours.

As with Library Branch Services it is again surprising the number of schools which make little or no use of AVEC's support services - and particularly since AVEC has regional outlets. One school offers the following explanation:

> Very little use is made of the services of AVEC in this school. There are a number of reasons for this. They are:
>
> 1. Teachers still do not think of A/V materials in normal classroom situations. But no time is available for education of teachers in this field.
>
> 2. Information from AVEC concerning services offered is still rare. (What happened to the AVEC newsletter?)
>
> 3. Remoteness of the school means that personal contact with AVEC staff is well-nigh impossible.
>
> 4. A/V co-ordinator is still very much in the dark about the uses of many A/V materials.
>
> Suggestion. The in-service courses offered by AVEC are spread out over a number of evenings during the week. This makes it impossible for staff of country schools to attend. We need a workshop of one or two consecutive days (or however long is needed) to educate the co-ordinator on the uses of A/V materials.

Other representative comments can be grouped according to specific services:

Video: "Need production of broadcasts out of school hours and out of our area"; "video dubbing and video duplication as well as radio": "need lending service of video tapes".

In-service: "More needed with whole staff"; "1975 better than 1974"; "taped in-service lectures should be made available to schools".

Maintenance: "Desperately need a repair service"; "AVEC should train and supply regional technicians to service audio-visual equipment"; "we should have an a-v technician in a bus like in Tasmania".

Advice: "Expert groups are needed to visit schools to advise on equipment". "disappointed with advice on purchase of equipment - does not stand up to school use" (frequent comment); "AVEC should produce manuals on the use of equipment"

Audio-visual Software: "Limited resources are available - many ordered are out of stock"; "slides and kits are good"; "AVEC should produce more software and send it to all schools at minimum cost"; "software should be provided free to all schools"; "efficiency of tape copying is not good".

Film Library: "Excellent film borrowing service"; "pity so many 16 mm films are so old"; "lending library (16 mm films) appear unable to cope with demands"; "most used service of film borrowing is totally unsatisfactory".

Initiative and power: "AVEC does not have enough initiative; should take more initiative in offering services"; "AVEC should get out and SELL its services"; "should be able to handle money to make services more efficient".

Many of these suggestions are well-known and could be implemented given adequate resources. Obviously, AVEC is already stretched to the limit.

AVEC's network of regional centres appears to be at least the basis of an effective service system. Several schools pointed out that the main help came from "the AV centre at the regional level". Where these centres do not exist, schools comment that "lengthy delays render most services useless". However, to make these regional centres more effective some type of courier service is needed. For example, one school comments:

> Our regional centre .... is 60 miles away and there is no direct transport link between the towns. It is easier, cheaper and faster to obtain materials directly from the state centre.

In summary, there is obviously a very urgent need to upgrade AVEC to meet present and emerging school needs.

C. Regionalization

Regionalization of support services received considerable support in a direct question as shown in Table 8.3

TABLE 8.3

DESIRABILITY OF REGIONAL RESOURCE CENTRES
TO SUPPORT SCHOOL LIBRARY SERVICES

Level of desirability	Number of Responses	Per cent
Most Desirable	152	56.7
Of Some Value	90	33.6
Undesirable	7	2.6
No Response	19	7.1
Totals	268	100.0

To some extent there are already some co-operative systems developing informally among groups of schools throughout the state. Union lists of periodicals, exchange of video and cassette tapes and of equipment, co-operative purchasing of books and bulk-buying of audio-visual software, co-operative purchasing of expensive equipment are just a few examples of co-operation.

Many respondents believed that all services at present offered by both the Library Branch and AVEC (and particularly the maintenance of audio-visual equipment) should be decentralized to the regions.

D. Integration

While this section of the report has shown an obvious separation between Library Branch and AVEC, there is considerable overlap of some activities. In other areas, services which should be provided through an integrated effort, are lacking. School libraries are now definitely multi-media centres and need cataloguing services for audio-visual materials as much as for books.

In-service programs are produced by both the Library Branch and AVEC. As the main aim of in-service training is to improve the use of resources in learning, it would seem advisable for both the Library Branch and AVEC to present and integrated program of in-service training.

As has been stated, one reason for lack of use of services is distance. The development of regional resource centres could help in solving this problem. It would be unfortunate, however, if the Library Branch and AVEC developed such centres separately. All regional resource services need to be completely integrated from the start.

IX. SUMMARY OF FINDINGS

BACKGROUND:

In 1975, the Secondary Libraries Committee of the Victorian Education Department commissioned the School Libraries Research Project, Monash University to undertake an evaluative study of post-primary school libraries in Victoria. The aim of the investigation was to assess (a) the impact of the post-1969 Federal library provision, and (b) the adequacy of present library provision and services. The following represent the major findings of the study:

A. Funding:

From 1969 to 1975, Victoria received $18,021,686 from the Federal Government specifically for the establishment of post-primary school libraries. It is estimated that during that period more than $30 million of State and local funds were also spent for the same purpose. In 1974, for example, $6.90 per student was spent on books and educational materials in the proportions of State Government (59.1 per cent), Federal Government (26.8 per cent) and schools (14.1 per cent).

In 1975, 46.8 per cent of schools assessed their funding for materials as adequate. When funding for materials approximates $8.00 per student it is perceived as adequate to meet present needs. The State average for 1975 was $8.04 per student. It can be anticipated, however, that this figure will soon become inadequate.

B. Buildings:

Libraries in all Australian post-primary schools fall into two categories:

1. Commonwealth Libraries. These have been built since 1969, wholly or in part from Federal funds granted specifically for the purpose. They reach or approach the standards published by the Commonwealth Secondary Schools Libraries Committee (1971).

2. Non-Commonwealth Libraries. These are generally substandard with respect to space, internal design and general quality.

In Victorian government post-primary schools there are 132 Commonwealth libraries (including those opening in 1976). They serve 36.1 per cent of the schools and 45.4 per cent of post-primary students - a level which is noticeably lower than the Australian figures of 43.5 per cent of schools and 56.9 per cent of students.

The decision in Victoria not to lower standards despite rising costs ($90,000 per building in 1969; almost $250,000 in 1975) has been shown to be justified in terms of both impact and adequacy. Firstly, in all aspects of library use, services and the satisfaction of teachers, students and teacher-librarians, the Commonwealth libraries surpass non-Commonwealth libraries. Secondly, when library space (in terms of square feet per student, based on total enrolment) is correlated with perceived adequacy, the greatest cost-benefit is shown at approximately six square feet per student - the level recommended by the standards.

C. Materials:

Although in 1974 the average per capita bookstock was 12.93 and reported as increasing by more than 17 per cent per year, there are still 102 schools (30 per cent) which report bookstocks below the basic minimum of 10 books per student. When books per student are considered, the actual growth rate in 1974 was only 2.29 per cent in addition to a book replacement rate of 9.88 per cent.

Most schools still spend most of their funds on books but spending on audio-visual materials and equipment is increasing, especially in Commonwealth libraries. It is in the area of audio-visual selection storage, organization and use that the need for assistance is most urgent. Storage and production facilities in the Commonwealth libraries are inadequate. Advice on the selection of equipment and organization of soft-ware is greatly needed. There is also a strong need by teachers and library staff for in-service training in the use of audio-visual items.

Most of all, libraries require the services of audio-visual technicians to operate and maintain equipment if its potential is to be fully realized.

Non-Commonwealth libraries are developing substantial collections of audio-visual materials but often, because of inadequate space, they are decentralized and uncoordinated. In addition, lack of adequate space and facilities severely limits library use.

D. Staffing:

All post-primary school libraries have a person-in-charge. At least 75 per cent of these persons are full-time and 51.5 per cent have appropriate library qualifications in addition to teaching qualifications. Initial analysis suggests that one teacher-librarian is adequate for 250 to 400 students, depending on the size of the school and the nature of its program. Teacher-librarians still spend most of their time on cataloguing and other routine duties.

A considerable need exists for (a) specially-funded school librarianship courses to enable teachers to become teacher-librarians, and (b) support staff such as audio-visual technicians, library technicians and clerks.

E. Usage:

This study confirms that it is the new library building which has the most significant impact on students' use of the library, but that it is the teacher-librarian who has the greatest impact on its use by teachers. The impact of the new libraries and teacher-librarians appears to be not only permanent but gathering momentum. There is an increase also in the use of non-Commonwealth libraries but their limits are soon reached. Because of substandard internal designing the teacher-librarians must put in much more effort to achieve an impact than is the case in properly designed Commonwealth libraries.

F. Teacher Attitudes:

In response to a questionnaire, teachers in schools with Commonwealth libraries reported that:

1. The new libraries are adequate in size;
2. the provision of audio-visual materials is generally inadequate;
3. the new libraries have had a significant impact on the more varied use of resources in teaching;
4. there has been decreased dependence on the use of textbooks;
5. there is a trend towards placing importance on library usage in the evaluation of student assignments.

In general, teachers agreed that "library provision and services increase a teacher's effectiveness by improving the quality of teaching and learning", but disagreed that textbooks are adequate materials for teaching and learning. Almost 65 per cent of teachers agreed that "teachers, in general, are not adequately prepared to use the library".

Contrary to recent suggestions, there is little evidence of resentment on the part of teachers towards the new libraries or the teacher-librarians. Teachers listed the most helpful services as (a) the availability of books and audio-visual materials; (b) advice on the availability of resources useful in student assignments; (c) professional materials. They indicated that the greatest inhibitors to increased use of Commonwealth libraries were "lack of time" and "librarian overworked; lack of library staff". This latter item was also reflected in teachers' suggestions to improve library services: "increase the number of staff" was suggested more than twice as often as any other item.

G. Support Services:

Teacher-librarians were asked to assess the services of the Library Branch and the Audio-Visual Education Centre (A.V.E.C.)

Library Branch services which were found most helpful were (a) a central cataloguing and free card supply service (51.5 per cent of respondents); (b) a book-reviewing service (42.5 per cent); in-service education programs for teachers,

principals and teacher-librarians (35.4 per cent).

The most helpful services from A.V.E.C. were (a) advice on the selection of audio-visual equipment (26.9 per cent); (b) reproduction of audio-visual materials (17.2 per cent); in-service education programs (15.3 per cent).

The teacher-librarians were asked to comment on whether regional resource centres should be established to support school library services. Of those who responded, 56.7 per cent said they were "most desirable" and 33.6 per cent said they were "of some value".

X. RECOMMENDATIONS

The following recommendations arise directly out of the findings of the study.

1. The point of greatest cost-benefit for materials collections and library staff should be determined as was done with respect to the amount of library space per student.

2. Much dissatisfaction and frustration in schools could be avoided if schools were authorised to handle capital items up to, say, $2000 without the need for approval from the Department of Education, or consultation with the Public Works Department.

3. Schools reporting extreme inadequacies in specific areas need to be identified by the Department of Education and to receive assistance through a special grant.

4. Each school receiving a new library should establish a Library Development Committee with at least the following members: Principal, teacher-librarian, teacher(s), school library adviser, audio-visual specialist, architect and parent (School Advisory Council representative). The committee should be active at all stages of library development, from initial planning to implementation.

5. A libraries program should be continued in Victoria until all secondary schools have new libraries up to standard. Conversion of classrooms is, demonstrably, an inadequate substitute.

6. It appears advisable for those schools holding bookstocks below the basic minimum of 10 books per student to be provided immediately with a special "booster grant" to bring them up to the minimum standard.

7. Maintenance grants should be provided at a rate which allows for the replacement of 10 per cent of the bookstock per year.

8. Audio-visual technicians for libraries should be provided as a matter of high priority - firstly, at the regional level and later at district and school levels.

9. Cataloguing services should be extended to include audio-visual materials.

10. On inadequate evidence, it appears that there should be one full-time librarian with support staff for 250 to 400 students.

11. Librarianship courses should continue at least at the present rate. There should be more emphasis on providing such training for rural teachers - possibly through an external studies program.

12. The person-in-charge of the library services, especially in a large school (800+), requires a status at least equivalent to that of Assistant with Responsibility.

13. In-service and pre-service training programs for teachers on the use of the library and educational resources should be initiated and expanded as a matter or urgency.

14. An automated system to make cataloguing services more effective appears necessary. To this end, the Department of Education should urge the Schools Commission to implement its proposed national cataloguing service as soon as possible.

15. Co-operative systems which are developing informally among schools at the district level for such matters as bulk-buying and exchange of equipment need substantial support from the funding authority. There is also a need for a network of support services at the regional level. These need considerable autonomy and should be operated by a committee representative of all the groups involved.

16. The Department of Education should set up a committee to delineate guidelines for the establishment and functions of regional resource centres. If these regional centres are to develop as integrated, effective units there will need to be considerable co-ordination of effort by the groups involved - especially by Library Branch and AVEC. In the meantime, many services could be decentralised.

17. Because of the demonstrated need for co-ordination of the services offered by Library Branch and AVEC, it is strongly recommended that they should be integrated administratively within the Victorian Education Department.

18. Greater publicity - newsletters, bulletins, lists and reviews - should be given to the services offered by Library Branch and AVEC in order to overcome the present misunderstanding and lack of knowledge.

XI. CONCLUDING STATEMENT

From this study it can be stated with considerable confidence that priorities based on the needs of Victorian post-primary school libraries should be:

(a) Library buildings;

(b) support services (especially an integrated state service, regional centres and assistance with audio-visual selection, organization and maintenance);

(c) library staff (especially support staff);

(d) materials.

The Victorian Department of Education should urge the Australian Government to continue special funding for educational resource services to schools at a rate which will bring all post-primary schools' library provision up to published target standards (which this study indicates are adequate) as soon as possible.

The data in this report should be treated with caution, and conclusions do not necessarily hold for other States, or for Victoria at a later date.

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